



GREEN SEA FLOYDS HIGH

4990 Tulip Grove Road
Green Sea, South Carolina

Grades	6-12 Middle School	
Enrollment	619 Students	
Principal	R.L. "Chip" Hennecy, Jr.,	843-392-3131
Superintendent	Dr. Cynthia Elsberry	843-488-6700
Board Chair	Will Garland	843-358-8002

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Average	Good
2009	Average	Average
2008	Below Average	At-Risk
2007	Below Average	At-Risk
2006	Average	At-Risk

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

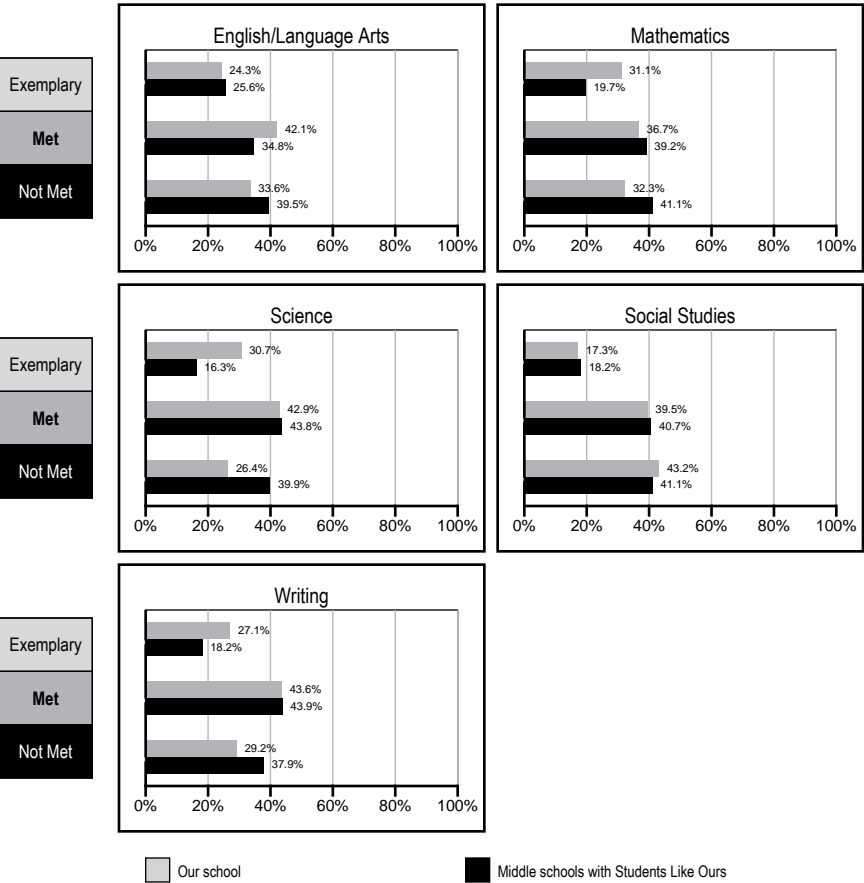
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 95.8%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	26	17	1

* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	100.0%	94.0%
English 1	N/A	96.9%
Physical Science	N/A	73.7%
US History and the Constitution	N/A	N/A
All Subjects	100.0%	94.3%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=619)				
Students enrolled in high school credit courses (grades 7 & 8)	24.6%	Up from 14.9%	18.6%	24.2%
Retention rate	2.5%	Down from 3.1%	0.8%	0.7%
Attendance rate	96.0%	Up from 95.7%	95.4%	95.9%
Eligible for gifted and talented	19.9%	Down from 20.5%	12.9%	16.4%
With disabilities other than speech	17.0%	Down from 18.4%	14.4%	12.0%
Older than usual for grade	7.3%	Up from 6.3%	3.5%	2.2%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	5.8%	Up from 2.1%	0.6%	0.5%
Annual dropout rate	0.0%	Down from 0.9%	0.0%	0.0%
Teachers (n=51)				
Teachers with advanced degrees	51.0%	Up from 50.9%	57.4%	58.5%
Continuing contract teachers	94.1%	Up from 81.1%	72.9%	80.0%
Teachers with emergency or provisional certificates	3.9%	Up from 3.8%	6.0%	4.0%
Teachers returning from previous year	92.7%	Up from 88.7%	82.3%	84.6%
Teacher attendance rate	93.2%	Down from 93.8%	95.0%	95.4%
Average teacher salary*	\$54,672	Up 1.6%	\$45,756	\$46,561
Professional development days/teacher	5.7 days	Down from 12.4 days	10.4 days	10.2 days
School				
Principal's years at school	3.0	Up from 2.0	3.0	4.0
Student-teacher ratio in core subjects	23.2 to 1	Up from 16.9 to 1	20.5 to 1	21.1 to 1
Prime instructional time	86.9%	Down from 87.7%	89.5%	90.4%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	98.5%	Up from 79.2%	95.6%	98.1%
Character development program	Below Average	Down from Good	Good	Good
Dollars spent per pupil**	\$12,171	Up 2.4%	\$8,618	\$7,802
Percent of expenditures for instruction**	58.5%	Down from 58.6%	62.2%	63.8%
Percent of expenditures for teacher salaries**	54.7%	Up from 42.3%	58.2%	60.0%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Green Sea Floyds High School made significant strides in 2009-2010. Our senior class of sixty-nine graduates accumulated an impressive \$1.7 million dollars plus in scholarships that included seven LIFE scholarship recipients. Our graduating class has a multitude of aspirations which range from attending two-year colleges, attending four-year colleges, seeking immediate employment, and joining the armed forces. The administration, teachers, and staff worked diligently to ensure our students are properly prepared to compete in a global society. Teachers used Measures of Academic Progress (MAP) data to drive instruction addressing student weaknesses while capitalizing on their strengths. Middle school students made impressive MAP gains which indicate future academic success. Additionally, all ninth and tenth grade students were served in yearlong English and math classes in an effort to afford them daily, intensive, and explicit standards based instruction to fully prepare them for high stakes assessments such as HSAP and EOCT. The US News and World Report recognized GSFHS as one of "America's Best High Schools" for the second year in a row. GSFHS was also recognized as a gold winner for Closing the Achievement GAP and Performance Gap divisions. Several students participated in on-line courses and our athletic teams enjoyed many outstanding moments. Our continuous goals involve increasing graduation rates and improving student achievement and attendance. The school has worked hard to make 2009-2010 a successful year and anticipates even greater results in 2010-2011.

R.I. "Chip" Henneey, Jr., Principal
Sherry Worley, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	N/A	N/A	N/A
Percent satisfied with learning environment	N/A	N/A	N/A
Percent satisfied with social and physical environment	N/A	N/A	N/A
Percent satisfied with school-home relations	N/A	N/A	N/A

* Only students at the highest middle school grade level and their parents were included.

Abbreviations for Missing Data

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No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 19 out of 19 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	2.0%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	2.0%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.4%	0.0%	No
Student attendance rate	96.0%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	257	100	33.2	41.6	25.2	80.7	85.4	83.5	Yes	Yes
Gender										
Male	133	100	40.8	36.8	22.4	72	82	80.1	N/A	N/A
Female	124	100	24.8	46.9	28.3	90.3	88.8	87	N/A	N/A
Racial/Ethnic Group										
White	145	100	20.7	46.7	32.6	88.1	89.5	89.6	Yes	Yes
African American	101	100	53.8	31.2	15.1	67.7	73.7	74.6	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	90.7	92.7	I/S	I/S
Hispanic	10	I/S	I/S	I/S	I/S	I/S	82.1	79.6	I/S	I/S
American Indian/Alaskan	1	I/S	N/A	N/A	N/A	N/A	81.5	85.1	I/S	I/S
Disability Status										
Disabled	43	100	59	28.2	12.8	59	58.2	51.7	I/S	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	80.6	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	212	100	37.8	40.9	21.2	77.2	80.5	76.9	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	257	100	33.6	36.6	29.8	78.6	84.2	80.4	Yes	Yes
Gender										
Male	133	100	34.4	33.6	32	76.8	82.2	78.4	N/A	N/A
Female	124	100	32.7	39.8	27.4	80.5	86.3	82.5	N/A	N/A
Racial/Ethnic Group										
White	145	100	23	41.5	35.6	87.4	89.5	87.8	Yes	Yes
African American	101	100	49.5	31.2	19.4	64.5	69.8	69.3	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	94.1	93.5	I/S	I/S
Hispanic	10	I/S	I/S	I/S	I/S	I/S	78.3	78.3	I/S	I/S
American Indian/Alaskan	1	I/S	N/A	N/A	N/A	N/A	82.7	83.2	I/S	I/S
Disability Status										
Disabled	43	100	74.4	17.9	7.7	48.7	53.9	46.1	I/S	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	78.7	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	212	100	39.9	35.2	24.9	74.6	78.5	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	177	100	26.1	43	30.9	73.9	71.8	67.3
Gender								
Male	94	100	29.9	33.3	36.8	70.1	71.7	66.9
Female	83	100	21.8	53.8	24.4	78.2	71.9	67.7
Racial/Ethnic Group								
White	98	100	17.2	39.8	43	82.8	80.4	79.6
African American	72	100	39.4	45.5	15.2	60.6	48.8	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	81.9	84.4
Hispanic	6	I/S	I/S	I/S	I/S	I/S	61.9	59.4
American Indian/Alaskan	1	I/S	N/A	N/A	N/A	N/A	80	69.5
Disability Status								
Disabled	30	100	60.7	25	14.3	39.3	37.2	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	59.1	58.6
Socio-Economic Status								
Subsidized meals	146	100	31.3	43.3	25.4	68.7	63	55.4

Social Studies								
All Students	179	99.4	42.7	39.6	17.7	57.3	75.3	70.9
Gender								
Male	90	98.9	42.9	38.1	19	57.1	74.2	70.1
Female	89	100	42.5	41.3	16.3	57.5	76.5	71.7
Racial/Ethnic Group								
White	107	100	34.3	42.4	23.2	65.7	80.5	79.2
African American	64	98.4	59.6	33.3	7	40.4	59.7	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	89.9	86.8
Hispanic	8	I/S	I/S	I/S	I/S	I/S	74	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	66	71.2
Disability Status								
Disabled	29	96.6	68	24	8	32	43.7	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	72.8	68
Socio-Economic Status								
Subsidized meals	146	99.3	50.4	37.4	12.2	49.6	68	60.8

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	258	98.8	29.2	43.6	27.1	70.8	76.8	72.1	96.2	95.8
Gender										
Male	135	98.5	37.9	41.1	21	62.1	69.9	65.2	95.8	95.7
Female	123	99.2	19.6	46.4	33.9	80.4	83.9	79.2	96.6	95.8
Racial/Ethnic Group										
White	145	98.6	19.4	46.3	34.3	80.6	83.2	80.8	96.2	95.5
African American	102	99	45.7	39.1	15.2	54.3	59.2	59.7	96	96.2
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	85.2	87	N/A	96.9
Hispanic	10	I/S	I/S	I/S	I/S	I/S	69.7	64.6	96.9	96.4
American Indian/Alaskan	1	I/S	N/A	N/A	N/A	N/A	70.6	73.4	85.4	94.1
Disability Status										
Disabled	43	93	82.9	11.4	5.7	17.1	34.3	27.7	94.2	95.3
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	67.2	63.7	96.7	96.7
Socio-Economic Status										
Subsidized meals	210	98.6	35.1	42.4	22.5	64.9	68.9	61.9	95.9	95.5

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
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English/Language Arts

2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	93	100	21.6	47.7	30.7	78.4
	7	92	100	43.5	37.6	18.8	56.5
	8	103	100	24.5	43.9	31.6	75.5
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	72	100	29.9	43.3	26.9	70.1
	7	99	100	28.3	44.6	27.2	71.7
	8	86	100	41.8	36.7	21.5	58.2

Mathematics

2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	93	100	15.9	45.5	38.6	84.1
	7	92	100	30.6	49.4	20	69.4
	8	103	100	29.6	41.8	28.6	70.4
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	72	100	29.9	35.8	34.3	70.1
	7	99	100	31.5	29.3	39.1	68.5
	8	86	100	39.2	45.6	15.2	60.8

Science

2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	45	100	34.1	46.3	19.5	65.9
	7	92	100	32.9	54.1	12.9	67.1
	8	50	100	33.3	33.3	33.3	66.7
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	36	100	47.1	38.2	14.7	52.9
	7	99	100	16.3	44.6	39.1	83.7
	8	42	100	30.8	43.6	25.6	69.2

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	48	100	21.3	72.3	6.4	78.7
	7	91	100	57.1	34.5	8.3	42.9
	8	53	98.1	16.3	49	34.7	83.7
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	36	97.2	31.3	53.1	15.6	68.8
	7	99	100	46.7	38	15.2	53.3
	8	44	100	42.5	32.5	25	57.5
Writing							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	91	98.9	18.4	46	35.6	81.6
	7	93	97.9	35.3	45.9	18.8	64.7
	8	104	99	29	49	22	71
2010	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	71	98.6	35.8	32.8	31.3	64.2
	7	101	98	22.2	48.9	28.9	77.8
	8	86	100	31.6	46.8	21.5	68.4

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